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ABSTRACT

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to VET students who have identified themselves as having a disability or disabilities in 1996. The publication is organized in seven sections: definitions of disability; 1996 highlights; diversity of the Australian VET system; students with disabilities; courses taken by students with disabilities; module enrollments and outcomes; and 1996 graduates with disabilities. Highlights of the overview include the following: (1) 47,313 students with disabilities were enrolled in VET programs in 1996, representing about 3.5 percent of all VET students; (2) about half of the students with disabilities were male and half were female; (3) 12 percent of VET students with disabilities attended full time and 88 percent attended part time; (4) students with disabilities passed about 56 percent of the modules in which they enrolled; (5) students with disabilities enrolled in more than 11.5 million annual hours, representing 4 percent of the total activity in vocational programs by all students; (6) students with disabilities undertook an average of 245 hours of training each, while students without disabilities undertook an average of 247 hours of training; and (7) 87 percent of the cost of training undertaken by students with disabilities was paid for by the Commonwealth and the State, which is similar to the funding of students without disabilities. (KC)

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Students with disabilities 1996

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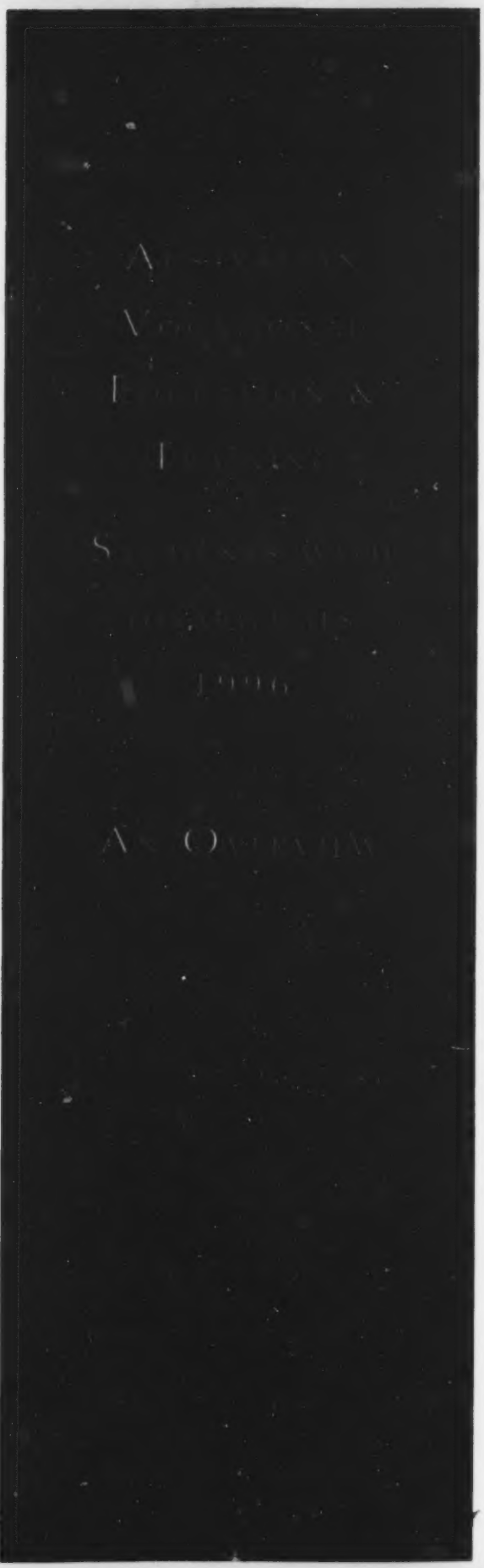

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Foreword

About this overview

The National Centre for Vocational Education Research (NCVER) undertakes annually the national collection of vocational education and training (VET) data on behalf of the Australian National Training Authority (ANTA). NCVER is pleased to be able to draw together information which is an outcome of effective co-operation between a large number of State, Territory and Commonwealth agencies and providers in both the public and private sectors.

This publication summarises the data within the national collection that relate to VET students who have identified themselves as having a disability or disabilities in 1996. This publication presents more specific information on a national level about these students than has already been published in *Australian VET statistics 1996: In detail*.

All students who enrol in publicly funded VET programs are asked when they enrol to indicate whether or not they have a disability. They are also asked to identify what type of disability they have. In 1996 a total of 47 313 students indicated that they had disabilities.

This overview summarises the VET experience of these students.

This publication is divided into seven sections:

- a note about how disability is defined
- 1996 highlights
- diversity of the Australian VET system
- students
- courses
- module enrolments and outcomes
- 1996 graduates with disabilities

Other reports in this series are:

- **Australian vocational education and training: Indigenous students 1996 – An overview**
- **Australian vocational education and training: Students from non-English-speaking backgrounds 1996 – An overview**

Chris Robinson
Managing Director
NCVER Ltd
September 1998

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A note about how disability is defined

Under the Australian VET Management Information and Statistical Standard (AVETMISS), enrolment forms should include the following question regarding disability: "Do you consider yourself to have a permanent and significant disability?" In 1996 all technical and further education (TAFE) institutes were required to include a question about disability status. This information was optional for community providers and private providers.

It is up to each student to identify whether or not they have a permanent or significant disability and what kind of disability or disabilities they have. The types of disability are listed in enrolment forms as:

- visual/sight/seeing
- hearing
- physical
- intellectual
- chronic illness
- other disability

This information has been collected under AVETMISS since 1994. In 1996 students with disabilities accounted for 3.5% of all students in vocational programs. However, out of a total of 1 354 579 students in VET programs, 429 023 (31.7%) did not supply this information. Consequently the actual number of VET students with disabilities may be higher.

Information on disability has also been collected by the Australian Bureau of Statistics (ABS). The ABS defines impairment, disability and handicap as follows:

> *An individual may have an impairment, a disability and a handicap. Impairment involves damage to or poor functioning in, any part of the body or mind, such as loss of sight or a limb. Impairment may result from genetic or birth conditions, disease or injury. Impairments may be categorised as physical, sensory, psychological (or psychiatric) or intellectual types . . . Having an impairment can, but does not necessarily lead to a disability. A disability occurs when the impairment restricts people from performing their usual activities . . .*
>
> *A disability may lead to a handicap and this happens when, as a result of their disability, people are limited in performing certain tasks. As a result they have difficulty performing one or more activities of daily living such as eating, showering, dressing, moving around and/or communicating. They may take longer to perform these activities, or require assistance from an aid or help from another person.*

Information on disability was not collected in the 1996 census; thus it is not possible to compare participation in VET with the size of the population in Australia in 1996 who had a disability. However, data published in 1993 (Disability, ageing and carers, ABS 1993, cat.no.4433) indicates that, in 1993, 29% of the Australian population had one or more impairments or long term health conditions. Many of these people were not restricted by their conditions but almost 3.2 million people (18%) had one or more disabilities as a result of their condition. There were 2.5 million people (14%) with a handicap as a result of their disability. (ABS 1993, p.3)

A further indication of the level of participation of people with disabilities in VET programs in 1996 can be gleaned from the national Graduate Destination Survey which was undertaken by NCVER in 1997. This was sent to all 1996 graduates of TAFE institutes who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and who had an Australian address as their usual address. A total of 60 746 graduates responded, resulting in a national response rate of 55%.

The question asked in this survey was: Do you have any of the following conditions? The conditions listed were visual disability (not corrected by glasses), hearing disability (not corrected by a hearing aid), physical disability, intellectual disability, chronic illness, other disability. This question did not include reference to whether the disability was permanent or significant which is information that is requested in enrolment forms.

Of these respondents, there were 3735 respondents (6.1%) who indicated that they had a disability.

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1996 Highlights

Students

In 1996:

- There were 47 313 students with disabilities undertaking VET programs. This figure represents 3.5% of all students doing vocational programs. Of VET students, 31.7% did not indicate whether or not they had disabilities.
- Of all students with disabilities, 22 584 were females (47.7%) and 24 727 were males (52.3%).
- Of the 47 313 students who identified as having disabilities, 37 494 (79.2%) commenced their VET program/course in 1996.
- 12.3% of students with disabilities studied full time and 87.7% of students with disabilities studied part time. The equivalent figures for students without disabilities were similar: 12.2% and 87.8%.
- There were 313 444 module (subject) enrolments by students with disabilities.
- There were 65 881 course enrolments by students with disabilities.
- Approximately 21% (9937) of students with disabilities had completed a qualification since leaving school and prior to entering a VET program. In terms of the total number of students with disabilities (47 313), 5% entered VET with a trade certificate, 10% with a certificate (non-trade) and 6% with a qualification higher than trade level certificate.
- For female students with disabilities 55.8% of module enrolments resulted in a pass and 8.4% in satisfactory completion of class hours with a further 3.7% associated with recognition of prior learning (RPL) and credit transfer.
- For male students with disabilities 55.5% of module enrolments resulted in a pass and 8.0% in satisfactory completion of class hours with a further 3.9% associated with RPL and credit transfer.

Annual hours

> Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module when the module is undertaken in standard, supervised delivery mode, although some students undertake modules in self-paced learning, flexible delivery or distance-learning modes.

In 1996:

- Total activity by students with disabilities in vocational programs was more than 11.5 million annual hours. This represented 4.1% of total activity in vocational programs by all students (more than 285.04 million annual hours).
- Students with disabilities undertook an average of 244.7 hours of training each (a full-time load is taken to be at least 540 hours per year for VET students). Students without disabilities undertook an average of 246.7 hours of training.

Who pays the training delivery costs?

- Of the total number of hours of training undertaken by students with disabilities for 1996, 86.9% was associated with Commonwealth and State recurrent funding (including ANTA growth funds) 6.6% with Commonwealth and State specific funding and 6.4% with fee-for-service enrolments. Comparable figures for students without disabilities were 84.5%, 5.9% and 9.3%.

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1994 through to 1996

In 1994 all States and Territories started to collect data on disability.

- In 1994 the number of students with disabilities enrolled in vocational programs in TAFE colleges was 35 759 which represented 3.2% of all students in vocational programs. Information on disability status was not available for 25.0% of students in VET either because the provider did not collect the information or because the student declined to answer the question.
- In 1995 there were 37 597 students with disabilities in vocational programs at TAFE and community providers. This figure represented 3.0% of all students in vocational programs. Information on disability status was not available for 25.3% of students in these programs.
- In 1996 the number of students with disabilities in vocational programs was 47 313. This figure represented 3.5% of all students in vocational programs. Information on disability status was not available for 31.7% of all students in these programs.

> In 1994 the national statistical standard (Australian VET Management Information and Statistical Standard [AVETMISS]) was introduced.
> In 1995 the scope of the statistical collection expanded to include more data from community providers.
> In 1996 the scope of the statistical collection expanded to include data from private providers of publicly funded programs.

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Diversity of the Australian VET System

Student diversity

VET programs in Australia are undertaken by students of all ages (from 14 years to well over 65 years). Most students fall in the age range 15–49 years.

It is not possible to state what percentage of the population with disabilities undertook VET, since information on disability was not collected in the 1996 census. Furthermore, there are differences between the ways in which the ABS and the VET sector define disability. However, it would appear that people with disability are under-represented in VET.

The table below provides a breakdown by State and Territory of all VET students in 1996, including students who identified that they had a disability. South Australia, Western Australia and the Northern Territory had a higher than average number of students who did not identify whether they had disabilities. The percentage of students in each State who did not indicate whether or not they had a disability ranged from 66.9% in Western Australia to 11.6% in Tasmania.

Across Australia 3.5% of VET students indicated that they had a disability.

Students in vocational programs 1996 by disability status by State/Territory

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	Australia
No disability	31 7241	268 461	157 558	35 552	54 987	20 456	9 856	14 130	878 243
With disabilities	17 803	16 734	5 989	1 733	2 814	1 101	323	816	47 313
Not known	152 018	111 104	31 419	75 348	41 633	2 824	11 034	3 643	429 023
Total	**487 062**	**396 299**	**194 966**	**112 633**	**99 434**	**24 383**	**21 213**	**18 589**	**1 354 579**
% who have no disability	65.1	67.7	80.8	31.6	55.3	83.9	46.5	76.0	64.8
% who have a disability	3.7	4.2	3.1	1.5	2.8	4.5	1.5	4.4	3.5
% who did not identify	31.2	28.0	16.1	66.9	41.9	11.6	52.0	19.6	31.7

Diversity of VET programs

Most students enrol in courses in streams 2100–4500. This is traditionally referred to as 'VET activity'. In addition a small number of students enrol in modules only and as such they are not associated with any particular course. Stream 1000 (recreation, leisure and personal enrichment programs) are not included in reports on VET activity.

VET activity covers content relevant to the full range of industries in operation in Australia as well as more generalist skills development, literacy/numeracy, pre-vocational topics. VET activity covers four levels: preparatory, operative, trades/skilled and professional/para-professional. VET activity also leads to qualifications ranging from Australian Qualifications Framework (AQF) Certificate I through to Bachelor's degrees.

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Annual hours

Programs undertaken by VET students vary enormously in length from very short modules of just a few hours or a few days duration to extended courses which last for a year or longer. Short programs, particularly, may start at any time during the year.

In 1996, 74.3% of modules undertaken by students with disabilities were 40 hours or less. The equivalent figure for students without disabilities was 76.5%.

Module enrolments by annual hours 1996

	Students with disabilities	%	Students without disabilities	%	Not known	%	Total
1–20 hours	146 733	46.8	2 968 832	46.0	843 186	49.3	3 958 751
21–40 hours	86 247	27.5	1 965 649	30.5	516 188	30.2	2 568 095
41–80 hours	58 204	18.6	1 183 436	18.3	270 567	15.8	1 512 207
81–100 hours	5 491	1.8	81 311	1.3	14 899	0.9	101 701
More than 100 hours	16 769	5.3	250 110	3.9	67 138	3.9	334 017
Total	**313 444**	**100.0**	**6 449 349**	**100.0**	**1 711 978**	**100.0**	**8 474 771**
% of all module enrolments	3.7%		76.1%		20.2%		100.0%

Delivery strategy

The expansion of flexible delivery, self-paced learning and distance learning arrangements in all States and Territories has added greatly to the diversity of programs undertaken by students and the ways in which programs are delivered by providers of training. In 1996 information about delivery strategy was not identified in about one third of 1996 module enrolments. Out of the total number of module enrolments by students with disabilities for which delivery strategy information was provided (190 251), 82.5% were delivered in traditional teacher-directed classroom mode (local class). Less than 1% were delivered in remote class, teacher-directed mode and 11.1% were delivered using self-paced learning strategies. For module enrolments by students without disabilities (again based on the number of enrolments for which information on delivery strategy was provided) 81.6% were delivered in traditional local class, teacher-directed mode, 1% of modules were delivered using remote class teacher-directed mode and 9.4% were delivered using self-paced mode.

Module enrolments by delivery strategy 1996

Delivery strategy	Students with disabilities	%	Students without disabilities	%	Not known	%	Total	%
01 Local class—scheduled, teacher directed	156 996	82.5	3 330 060	81.6	1 037 954	78.7	4 524 960	80.9
02 Remote class—scheduled, teacher directed	1 517	0.8	41 957	1.0	15 487	1.2	58 961	1.1
03 Self-paced—scheduled, local class organisation	18 961	10.0	334 355	8.2	101 643	7.7	454 959	8.1
04 Self-paced—unscheduled, multiple options	2 130	1.1	46 840	1.2	29 038	2.2	80 008	1.4
05 External—correspondence	3 151	1.7	105 242	2.6	35 973	2.7	144 366	2.6
06 Workplace—experiential learning	1 081	0.6	53 617	1.3	11 448	0.9	66 146	1.2
07 Mixed delivery—any combination of two or more strategies	1 605	0.8	30 407	0.7	32 873	2.5	64 885	1.2
90 Other	4 860	2.6	138 153	3.4	54 666	4.1	197 679	3.5
Sub-total	190 251	100.0	4 082 631	100.0	1 319 082	100.0	5 591 964	100.0
Unknown	123 193		2 366 718		392 896		2 882 807	
Total	**313 444**		**6 449 349**		**1 711 978**		**8 474 771**	

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Diversity of providers

VET is provided by TAFE institutes, community-based providers, private providers including enterprises and, increasingly, secondary schools.

In 1996 the national data collection included all TAFE, private provider and community-based provider sectors in receipt of public funds to deliver VET, except for secondary schools and some enterprises. A total of 106 public training institutions across 1132 locations, 514 community centres and 397 private providers provided VET statistics to the national collection in 1996.

The table below shows that in 1996, 79.1% of students with disabilities undertaking VET programs did their studies at TAFE or some other government provider, 20.2% did their studies with a community-based provider and less than 1% did their studies with private providers. It is noted that 75% of the 29 837 students with private providers and 71% of the 207 102 students with community education providers did not provide information on disability (or were not asked about disability status).

Types of provider 1996 (by number of students)

Provider type	Students with disabilities	%	Students without disabilities	%	Not known	%	Total	%
TAFE/govt. providers	37 406	79.1	821 304	93.5	258 930	60.4	**1 117 640**	**82.5**
Community education providers	9 535	20.2	49 984	5.7	147 583	34.4	**207 102**	**15.3**
Private providers	372	0.8	6 955	0.8	22 510	5.2	**29 837**	**2.2**
Total	**47 313**	**100.0**	**878 243**	**100.0**	**429 023**	**100.0**	**1 354 579**	**100.0**

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Students

The following tables show the actual numbers and percentages of students with disabilities and students without disabilities who undertook vocational programs in 1996 by age, highest year of school completed, geographic region, prior qualification completed and type of disability.

The tables in this section provide data by gender. A small number of people did not provide information on gender as the table below indicates. Gender not known have been included in the total persons column in these tables.

In accordance with privacy and confidentiality guidelines, tables do not contain information about groups with fewer than five persons. Where this is the case an # has been used instead of the actual number.

Gender 1996 (by number of students)

Gender	Students with disabilities	Students without disabilities	Disability status not known	Total
Male	24 727	479 591	192 703	697 021
Female	22 584	398 412	208 993	629 989
Not known	#	240	27 327	27 569
Total	47 313	878 243	429 023	1 354 579

Age

Age 1996 (by number of students

	Students with disabilities						Students without disabilities					
Age	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Age 14 or under	84	0.3	64	0.3	**148**	**0.3**	1 085	0.2	871	0.2	**1 958**	**0.2**
Age 15–19	4 573	18.5	3 474	15.4	**8 047**	**17.0**	113 777	23.7	80 758	20.3	**194 563**	**22.2**
Age 20–24	3 657	14.8	2 984	13.2	**6 641**	**14.0**	102 777	21.4	72 817	18.3	**175 614**	**20.0**
Age 25–29	2 603	10.5	2 282	10.1	**4 885**	**10.3**	61 310	12.8	50 001	12.6	**111 325**	**12.7**
Age 30–39	5 468	22.1	4 984	22.1	**10 452**	**22.1**	99 661	20.8	90 062	22.6	**189 745**	**21.6**
Age 40–49	4 385	17.7	4 544	20.1	**929**	**18.9**	60 668	12.6	65 789	16.5	**126 484**	**14.4**
Age 50–59	2 291	9.3	2 242	9.9	**4 533**	**9.6**	23 201	4.8	22 354	5.6	**45 562**	**5.2**
Age 60–64	456	1.8	435	1.9	**891**	**1.9**	3 409	0.7	3 462	0.9	**6 872**	**0.8**
Age 65 or over	456	1.8	610	2.7	**1 066**	**2.3**	3 016	0.6	3 384	0.8	**6 401**	**0.7**
Age not known	754	3.0	965	4.3	**1 721**	**3.6**	10 687	2.2	8 914	2.2	**19 719**	**2.2**
Total	**24 727**	**100.0**	**22 584**	**100.0**	**47 313**	**100.0**	**479 591**	**100.0**	**398 412**	**100.0**	**878 243**	**100.0**

In 1996 there was a difference in the age profile of students with disabilities and students without disabilities doing VET programs: when compared with students without disabilities, there was lower participation among 14–29 year old students with disabilities and higher participation by students over the age of 40 with disabilities. This may reflect the fact the incidence of disability increases with age across the population as a whole.

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Participation in VET 1996 by disability status and age

	14-29 yrs	%	30-39 yrs	%	40-65 years +other	%	Total	%
Students with disabilities	19 721	41.7	**10 452**	**22.1**	17 138	36.2	**47 313**	**100.0**
Students without a disability	483 396	55.0	**189 723**	**21.6**	204 884	23.3	**878 243**	**100.0**

Highest year of school completed prior to enrolling in VET

Highest year of school 1996 (by number of students)

Highest year of school	Students with disabilities						Students without disabilities					
	Males	%	Females	%	Total	%	Males	%	Females	%	Total	%
Year 9 or below	4 998	20.2	3 431	15.2	**8 429**	**17.8**	39 242	8.2	31 569	7.9	**70 827**	**8.1**
Year 10	6 345	25.7	4 590	20.3	**10 935**	**23.1**	116 457	24.3	85 166	21.4	**201 668**	**23.0**
Year 11	2 547	10.3	1 840	8.1	**4 387**	**9.3**	68 587	14.3	45 200	11.3	**113 797**	**13.0**
Year 12	5 218	21.	4 616	20.4	**9 835**	**20.8**	179 289	37.4	160 267	40.2	**339 607**	**38.7**
Not known	5 619	22.7	8 107	35.9	**13 727**	**29.0**	76 016	15.9	76 210	19.1	**152 344**	**17.3**
Total	**24 727**	**100.0**	**22 584**	**100.0**	**47 313**	**100.0**	**479 591**	**100.0**	**398 412**	**100.0**	**878 243**	**100.0**

The percentages in the table above include all those who did not provide information on highest year of school achieved.

Given the fact that 29% (13 727) of students with disabilities did not provide information about the highest year of school they achieved prior to enrolling in VET, the table below is a summary of the information based on those students who did provide the information.

Thus, based on an analysis of the 71% of students with disabilities who provided information on highest year of school achieved, one in four VET students with disabilities had completed Year 9 or lower (as their highest year of schooling) when they entered VET. In comparison, based on the 82% of students without disabilities who provided information on highest year of school achieved, one in ten students without disabilities had completed Year 9 or lower (as their highest year of schooling). Of students with disabilities, 29% had completed Year 12 when they entered VET, compared to 47% of students without disabilities.

Highest year of school completed of VET students 1996

	Students with disabilities		Students without disabilities	
	No. of students	%	No. of students	%
Year 9 or below	8 429	25.1	70 827	9.8
Year 10	10 935	32.6	201 668	27.8
Year 11	4 387	13.1	113 797	15.7
Year 12	9 835	29.3	339 607	46.8
Total students who reported	**33 586**	**100.0**	**725 899**	**100.0**

Note: 13 727 students with disabilities and 152 344 students without disabilities did not provide information on highest year of schooling achieved and have therefore not been included in these calculations.

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Qualification completed prior to 1996

Prior qualification completed 1996 (by number of students)

Prior qualification completed	With disabilities	%	Without disabilities	%	Not known	%	Total	%
Trade certificate	2 321	23.4	54 816	24.4	5 080	24.8	**62 217**	**24.4**
Advanced/technician certificate	836	8.4	20 615	9.2	1 610	7.9	**23 061**	**9.0**
Other certificate	4 607	46.4	80 052	35.6	8 215	40.1	**92 874**	**36.4**
Assoc diploma	653	6.6	19 954	8.9	1 498	7.3	**22 105**	**8.7**
Undergraduate diploma	324	3.3	8 874	3.9	746	3.6	**9 944**	**3.9**
Degree/postgraduate diploma	1 086	10.9	38 457	17.1	3 243	15.8	**42 786**	**16.8**
Unspecified prior education	110	1.1	1 945	0.9	104	0.5	**2 159**	**0.8**
Total students with prior quals	**9 937**	**100.0**	**224 713**	**100.0**	**20 496**	**100.0**	**255 146**	**00.0**
Total students in VET	**47 313**		**878 243**		**429 023**		**1 354 579**	

- Approximately 21% of students with disabilities entered VET having completed a prior qualification, compared with 26% of students without disabilities.
- Of the 9937 students with disabilities who had completed a prior qualification before undertaking VET programs in 1996, 23% had completed a trade certificate, 46% had completed a certificate other than a trade certificate and about 29% had completed advanced certificate/diploma or higher qualification.

Geographic region

Capital cities include Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra. Other metropolitan areas are defined as urban centres with populations greater than 100 000. Rural is defined as urban centres of population 5000 or more. 'Remote' refers mainly to isolated communities.

Geographic region 1996 (by number of students)

	Students with disabilities						Students without disabilities					
Geographic regions	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Capital city	13 425	54.3	12 875	57.0	**26 300**	**55.6**	286 966	59.8	241 891	60.7	**528 960**	**60.2**
Other metropolitan	2 30	9.3	1 713	7.6	**4 013**	**8.5**	36 632	7.6	30 179	7.6	**66 825**	**7.6**
Rural	8 349	33.8	7 472	33.1	**15 822**	**33.4**	136 932	28.6	111 078	27.	**248 02**	**28.2**
Remote	495	2.0	413	1.8	**908**	**1.9**	15 381	3.2	12 735	3.2	**28 121**	**3.2**
Outside Australia	41	0.2	23	0.1	**64**	**0.1**	2 272	0.5	1 094	0.3	**3 366**	**0.4**
Unknown	117	0.5	88	0.4	**206**	**0.4**	1 408	0.3	1 435	0.4	**2 945**	**0.3**
Total	**24 727**	**100.0**	**22 584**	**100.0**	**47 313**	**100.0**	**479 591**	**100.0**	**398 412**	**100.0**	**878 243**	**100.0**

In 1996:

- 64% of students with disabilities lived in capital and other metropolitan cities
- 33% of students with disabilities lived in rural regions of the country
- 2% of students with disabilities lived in remote regions

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Types of disability

The table below shows the type of disabilities that VET students identified themselves as having in 1996. There was an even spread across four types: visual, physical, intellectual and other/unspecified disabilities. Hearing disability and chronic illness were the two types which were least prevalent among the group of students who chose to identify that they had a disability.

A very small number of students with disabilities indicated that they had two or more disabilities. Most students in VET who indicated they had a disability reported one disability (95%).

Number of students with disabilities, by type of disabilities, Australia 1996

	Male	%	Female	%	Total	%
Visual disability	4 890	18.6	3 847	16.2	**8 738**	**17.5**
Hearing disability	3 131	11.9	2 312	9.7	**5 443**	**10.9**
Physical disability	5 449	20.7	3 940	16.6	**9 389**	**18.8**
Intellect disability	3 839	14.6	4 003	16.9	**7 842**	**15.7**
Chronic illness	1 251	4.8	1 874	7.9	**3 125**	**6.2**
Other disability	3 951	15.0	3 220	13.6	**7 171**	**14.3**
Unspec disability	3 758	14.3	4 537	19.1	**8 296**	**16.6**
Total*	**26 269**	**100.0**	**23 733**	**100.0**	**50 004**	**100.0**

* The total is greater than the actual number of students with disabilities because some students have more than one type of disability. Total includes those who did not indicate their gender.

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Courses

Courses can be classified according to their vocational outcome (field of study), according to their level (stream) and according to their qualification category. The following three tables show the type of courses which students with disabilities undertook in 1996.

> Some students enrol in more than one course and these courses may be in more than one field of study. The rows in the table show the number of students doing courses in each field. The sum of the individual fields therefore is not the same as the net total. The net total shows the actual number of students. The percentages shown therefore sum to more than 100.

Field of study

Field of study is a classification based on major intended vocational outcomes and content. There are 12 broad fields of study. TAFE multi-field, where students with disabilities are most concentrated, comprises subject areas such as general secondary education, English as a second language, functional literacy/numeracy, general skills development and pre-employment programs.

Field of study 1996 (by number of students)

	Students with disabilities						Students without disabilities					
Field of study	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Land & marine resources, animal husbandry	2 101	8.5	751	3.3	**2 852**	**6.0**	38 697	8.1	13 953	3.5	**52 650**	**6.0**
Architecture, building	1 705	6.9	269	1.2	**1 974**	**4.2**	61 662	12.9	6 429	1.6	**68 091**	**7.8**
Art, humanities and social science	1 367	5.5	2 197	9.7	**3 564**	**7.5**	22 251	4.6	43 786	11.0	**66 037**	**7.5**
Business, administration, economics	4 425	17.9	5 407	23.9	**9 832**	**20.8**	97 323	20.3	145 288	36.5	**242 611**	**27.6**
Education	426	1.7	575	2.5	**1 001**	**2.1**	6 407	1.3	11 158	2.8	**17 565**	**2.0**
Engineering, surveying	4 448	18.0	512	2.3	**4 960**	**10.5**	52 697	11.8	13 899	3.5	**166 596**	**19.0**
Health, community services	1 142	4.6	2 672	11.8	**3 814**	**8.1**	23 177	4.8	54 97	13.8	**78 15**	**8.9**
Law, legal studies	170	0.7	123	0.5	**293**	**0.6**	4 815	1.0	4 013	1.0	**8 828**	**1.0**
Science	2 004	8.1	2 021	8.9	**4 025**	**8.5**	22 343	4.7	26 232	6.6	**48 575**	**5.5**
Veterinary science, animal care	13	0.1	38	0.2	**51**	**0.1**	185	0.0	1 400	0.4	**1 585**	**0.2**
Services, hospitality, transportation	1 831	7.4	2 141	9.5	**3 972**	**8.4**	54 383	11.3	54 924	13.8	**109 307**	**12.5**
TAFE multi-field education	10 841	43.9	11 339	50.2	**22 180**	**46.9**	85 804	17.9	96 678	24.3	**182 482**	**20.8**
NET total	**24 727**		**22 584**		**47 313**		**479 591**		**398 412**		**878 243**	

Note: Total figures is a net figure, not the sum of all the data above it.
Total persons includes those who did not indicate their gender.

In 1996:

- TAFE multi-field education accounted for the majority of students with disabilities: whereas approximately one in five students without disabilities did courses in this field of study, approximately one in two students with disabilities did such courses.
- In addition to TAFE multi-field, female students with disabilities did courses mainly in business, administration, economics and health, community services.
- In addition to TAFE multi-field, male students with disabilities did courses mainly in engineering and business, administration, economics.

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Stream groupings

Stream of study is a classification that describes a course according to its type and level of vocational outcome. The table below groups streams into four types: preparatory, operative, trades/skilled and professional/para-professional.

- Preparatory level covers entry to employment or further education streams.
- Operative level covers the range of skills less than is normally required for trades level.
- Trades and other skills level includes both the recognised trade courses (complete and partial), the other skills courses (complete and partial) as well as trade technician/supervisory courses. Males have traditionally dominated enrolments in the recognised trades. However, there are substantial numbers of females enrolling in the other skills streams and this brings up the overall percentages of females in the trades/skilled streams.
- Para-professional and professional level includes streams beyond trade technician/supervisory level and can involve a variety of specialist functions.

> It is important to note that the occupational groupings used in this report (preparatory, operative, trades/skilled and professional/para-professional) differ from those in the activity tables used for national planning purposes which are based on the occupational (ASCO code) intent of the course. This means that even though the names of the groupings are similar, the activity assigned to them is quite different.
>
> Some students enrol in more than one course and these courses may be in more than one stream grouping. The rows in the table show the number of students doing courses in each stream grouping. The sum of the individual streams therefore is not the same as the net total. The net total shows the actual number of students. The percentages shown therefore sum to more than 100.

Stream groupings 1996 (by number of students)

	Student with disabilities						Students without disability					
Stream grouping	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**		**Total**	**%**
Preparatory	10 939	44.2	12 271	54.3	**23 210**	**49.1**	88 288	18.4	111 966	28.1	**200 280**	**22.8**
Operative	5 113	20.7	5 000	22.1	**10 113**	**21.4**	95 757	20.0	96 581	24.2	**192 413**	**21.9**
Trade and other skills	10 758	43.5	6 711	29.7	**17 470**	**36.9**	303 496	63.3	175 263	44.0	**478 891**	**54.5**
Para-professional	2 667	10.8	2 567	11.4	**5 235**	**11.1**	76 755	16.0	82 178	20.6	**158 942**	**18.1**
Net total	**24 727**		**22 584**		**47 313**		**479 591**		**398 412**		**878 243**	

Note: Total figures is a net figure, not the sum of all the data above it.
Total persons includes those who did not indicate their gender.

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In 1996:

- Almost 50% of the total number of VET students with disabilities undertook studies in the streams of study related to preparation for employment and further education compared with about 23% of students without disabilities.
- The overall proportion of students doing operative level courses was about the same for both groups of students.
- The percentage of students with disabilities doing courses at trades and skilled level was substantially lower than the percentage of students without disabilities doing these courses.
- There was a substantially lower percentage of students with disabilities doing courses at professional and para-professional level when compared with students without disabilities.

Qualification category

The table below identifies the number of course enrolments by disability status in 1996 in each qualification category. Course enrolments are used in this table rather than numbers of students.

A qualification is the formal certification in recognition that a person has successfully completed all the learning outcomes specified in a course/program. In 1996 there were two types of qualifications being awarded and thus courses and modules which students undertook were categorised as contributing to one or other of these types of qualifications.

- Qualifications established under the Register of Awards in Tertiary Education (RATE).
- New qualifications established under the Australian Qualifications Framework (AQF).

The table below explains the six qualification categories used to summarise the 1996 data.

Qualification category	AQF	RATE
Diplomas & higher degrees	AQF Diploma AQF Associate Diploma	Diploma Associate Diploma
AQF IV & equivalent	AQF Certificate IV	Advanced Certificate Advanced Certificate – other
AQF III and equivalent	AQF Certificate III	Certificate Trade
Certificate not elsewhere classified	–	Certificate NEC
AQF I & II Senior Secondary	AQF Certificate I AQF Certificate II AQF – Senior Secondary	
Other Certificates		Certificate of Competency Certificate of Proficiency Endorsements to certificates Statements of Attainment Other Non-award courses

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Qualification category 1996 (by number of course enrolments)

Qualification category	Enrolments by students with disabilities						Enrolments by students without disabilities					
	Male	%	Female	%	Total	%	Male	%	Female	%	Total	%
Associate diploma and higher	2 725	8.0	2 612	8.2	**5 337**	**8.1**	79 268	13.0	82 705	16.2	**161 973**	**14.4**
Advanced cert and AQF Cert IV	2 393	7.1	1 999	6.2	**4 392**	**6.7**	58 190	9.5	53 600	10.5	**111 790**	**10.0**
Trade cert and AQF III	3 820	11.3	2 141	6.7	**5 961**	**9.0**	104 916	17.2	54 956	10.7	**159 872**	**14.2**
Certificate not elsewhere classified	6 075	17.9	5 780	18.1	**11 855**	**18.0**	93 167	15.3	85 214	16.6	**178 381**	**15.9**
AQF I and II	3 397	10.0	3 190	10.0	**6 587**	**10.0**	51 156	8.4	63 700	12.4	**114 856**	**10.2**
Other	15 471	45.7	16 276	50.9	**31 747**	**48.2**	224 081	36.7	171 687	33.5	**395 768**	**35.3**
Total	**33 881**	**100.0**	**31 998**	**100.0**	**65 881**	**100.0**	**610 778**	**100.0**	**511 862**	**100.0**	**1 122 882**	**100.0**

Note: Total course enrolments by students with disabilities includes a small number who did not indicate their gender. Total course enrolments by students without disabilities includes 242 who did not indicate their gender.

In 1996:

- Almost half of the course enrolments by students with disabilities were in qualification categories that included non-award courses, statements of attainment, certificates of competency/proficiency.
- The percentage of enrolments in courses leading to certificate (not elsewhere classified) and AQF I/II were about the same for students with disabilities and those without disabilities.
- Fewer females than males with disabilities did courses leading to trade certificates/AQF III qualifications.
- Participation by students with disabilities in courses leading to a qualification at trade level/AQF III and above was substantially lower when compared with students without disabilities: 24% of course enrolments by people with disabilities were at trade certificate/AQF III and higher, compared with 39% for students without disabilities.

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Modules

All students who undertake a training program generally enrol in a course or courses and nominate the module(s) they plan to undertake that year. Modules can vary in length from a few hours to hundreds of hours although the standard module is generally taken to be about 20–40 hours. Most students generally enrol in more than one module in a given year.

Module enrolments

In 1996 the 1 354 579 VET students enrolled in 8 474 771 modules. The table below shows the number of modules undertaken by the three student groups: students with disabilities, students without disabilities and those students who did not indicate whether they had disabilities.

The tables in this section provide data on module enrolments by gender. Information on gender was not available for a small number of module enrolments. Gender not known enrolments have been included in the total column in the tables in this section.

Number of VET module enrolments 1996

Disability status	Males	Females	Sub-total	Gender not known	Total	% of total
Students with disabilities	166 525	146 908	313 433	11	313 444	3.7
Students without disabilities	3 374 059	3 073 598	6 447 657	1 692	6 449 349	76.1
Disability status not known	847 022	834 889	1 681 911	30 067	1 711 978	20.2
Total number of modules	**4 387 606**	**4 055 395**	**8 443 001**	**31 770**	**8 474 771**	**100.0**

Number of module enrolments by stream grouping 1996 (expressed as a percentage for each group of students)

	Students with disabilities						Students without disabilities					
Stream grouping	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Preparatory	38 288	23.0	40 971	27.9	**79 259**	**25.3**	328 063	9.7	424 947	13.8	**753 073**	**11.7**
Operative	22 912	13.8	23 671	16.1	**46 583**	**14.9**	375 516	11.1	504 394	16.4	**880 367**	**13.7**
Trade and other skills	82 185	49.4	58 619	39.9	**140 805**	**44.9**	2 025 624	60.0	1 395 929	45.4	**3 422 694**	**53.1**
Para-professional	23 133	13.9	23 646	16.1	**46 789**	**14.9**	644 781	19.1	748 213	24.3	**1 393 025**	**21.6**
Enrolments not associated with course					**8**						**190**	
Total	**166 525**	**100.0**	**146 908**	**100.0**	**313 444**	**100.0**	**3 374 059**	**100.0**	**3 073 598**	**100.0**	**6 449 349**	**100.0**

Note: Total includes module enrolments by students who did not specify gender.

Preparatory level

In 1996:

- About one quarter of module enrolments by students with disabilities were at preparatory level.
- At this level, students with disabilities enrolled in an average of 3.4 modules each. The equivalent figure for students without disabilities was 3.8.

Operative level

In 1996:

- Operative level accounted for about 15% of module enrolments by students with disabilities.
- At this level, students with disabilities enrolled in an average of 4.6 modules each. The equivalent figure for students without disabilities was also 4.6.

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Trades and skilled level

In 1996:

- Just under one half of module enrolments by students with disabilities were at trades/skilled level.
- At this level, students with disabilities enrolled in an average of 8.1 modules each. The equivalent figure for students without disabilities was 7.1.

Professional and para-professional level

In 1996:

- Professional and para-professional level accounted for approximately 15% of module enrolments by students with disabilities.
- At this level students, with disabilities enrolled in an average of 8.9 modules each. The equivalent figure for students without disabilities was 8.8.

Module outcomes

Typically students in VET take programs of study in smaller, flexible units or modules rather than complete courses of study. To this end outcomes are reported against modules as opposed to courses.

Every module enrolment results in one of the 11 module outcomes specified within the AVETMIS standard. These outcomes can be summarised into four categories.

Type of outcome	Code	Description (AVETMISS)
Completion	01	Student assessed – passed
	04	No assessment – satisfactory completion of class hours
Non-completion	02	Student assessed – failed
	03	Student assessed – results withheld
	10	Withdrew – without failure
	11	Withdrew – failed
	12	Withdrew – transferred
Incomplete	05	No assessment – studies not yet complete
Other/administrative outcomes	06	Status granted through RPL
	09	Status granted through credit transfer
	90	Not stated

The tables below summarise the module outcomes achieved for all module enrolments by VET students by disability status. Tables such as these are problematic because they include highly aggregated data. Thus factors such as the different business practices between the States/Territories in interpreting the AVETMISS module outcomes, length of modules (they vary in length from five to over 100 hours), assessment practices in different courses, content and coverage of different courses and institution size are not discernible in tables such as these.

Generally, in 1996 there was little difference in outcomes achieved between male and female VET students with disabilities. The major difference was between students with disabilities and those without disabilities in terms of module outcome (01): student assessed and passed.

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Module outcomes 1996 (expressed as percentages of total module enrolments)
Students with disabilities and students without disabilities

Module outcomes	Passed	01 Completed hrs	04 Failed	02 Withheld	03 Withdrew	10,11,12 Continue	05 RPL	06 CT	0990+blank Not known	Total
Females with disabilities	55.8	8.4	4.5	2.2	13.6	5.5	1.3	2.4	6.3	100.0
Males with disabilities	55.5	8.0	6.4	2.5	12.4	6.5	1.3	2.7	4.6	100.0
Females without disabilities	63.8	6.4	4.2	2.1	11.4	4.3	1.8	2.9	3.0	100.0
Males without disabilities	62.3	6.2	6.0	2.3	9.8	5.5	2.0	2.8	3.1	100.0

In 1996:

- 56% of module enrolments by female students with disabilities resulted in a pass. The equivalent figure for female students without a disability was 64%.
- 56% of module enrolments by male students with disabilities resulted in a pass. The equivalent figure for male students without a disability was 62%.
- Approximately 8% of module enrolments by students with disabilities resulted in a satisfactory completion of class hours compared with approximately 6% of module enrolments by students without a disability.
- Approximately 13% of module enrolments by students with disability resulted in a withdrawal compared with approximately 10% of module enrolments by students without a disability.
- All other module outcomes were similar across both groups of students.

Module outcomes by stream grouping 1996

The table below lists the percentage of module enrolments which resulted in each outcome by stream grouping for each of the four groups of students. The final column contains the module completion rate for each group of students in each stream grouping. The module completion rate is included here as it is a convenient way of summarising the information on module outcomes.

The formula for module completion rate (MCR) is based on the formula for module load completion rate, published in the ANTA Annual National Report 1996 (Volume 3). The MCR essentially adds together the number of module enrolments that result in the two completion categories of outcomes and divides this figure by all enrolments which result in either completion or non-completion categories.

Module completion rate (MCR) is calculated as follows:

$$\frac{\text{No. of module enrolments which result in module outcomes 01+04}}{\text{All module enrolments less those which result in outcomes 05+06+09+blanks}} \times 100$$

Module outcomes by stream grouping 1996: Students with disabilities and students without disabilities (expressed as percentages of total number of module enrolments)

	01 Passed	04 Completed hrs	02 Failed	03 Withheld	10,11,12 Withdrew	05 Continue	06 RPL	09 CT	90+blank Not known	Total	MCR
Preparatory											
Females with disabilities	39.3	19.7	3.5	2.3	14.0	7.6	0.3	0.5	12.8	**100.0**	**74.9**
Males with disabilities	42.5	21.7	4.7	2.5	12.2	7.8	0.3	0.5	7.8	**100.0**	**76.7**
Females without disabilities	45.3	22.5	3.6	2.5	14.9	4.7	0.4	0.5	5.5	**100.0**	**76.3**
Males without disabilities	41.1	26.0	5.7	3.1	13.9	4.9	0.5	0.4	4.5	**100.0**	**74.7**
Operative											
Females with disabilities	58.7	5.2	2.9	1.2	14.9	4.2	0.8	3.3	8.8	**100.0**	**77.0**
Males with disabilities	58.6	6.7	4.2	1.9	13.2	4.6	1.1	2.6	7.0	**100.0**	**77.2**
Females without disabilities	67.5	5.5	2.9	1.0	12.2	3.4	1.0	3.3	3.2	**100.0**	**82.0**
Males without disabilities	61.8	10.5	3.6	1.6	10.2	4.8	1.1	1.9	4.4	**100.0**	**82.5**
Trades/skilled											
Females with disabilities	62.7	4.2	5.5	2.5	12.9	5.4	1.5	2.6	2.6	**100.0**	**76.2**
Males with disabilities	60.9	3.4	7.2	2.4	11.4	7.3	1.3	2.6	3.3	**100.0**	**75.3**
Females without disabilities	66.4	4.0	4.5	2.2	10.2	4.8	2.1	2.7	3.1	**100.0**	**80.7**
Males without disabilities	67.0	3.4	5.6	2.0	7.8	6.6	1.9	2.6	3.2	**100.0**	**82.1**
Professional/para-professional											
Females with disabilities	64.7	2.2	5.2	2.0	13.2	3.6	3.0	4.7	1.3	**100.0**	**76.6**
Males with disabilities	55.2	2.9	8.1	3.2	15.8	3.6	2.9	6.9	1.5	**100.0**	**68.2**
Females without disabilities	67.0	2.3	4.8	2.6	11.3	3.6	2.6	4.3	1.5	**100.0**	**78.8**
Males without disabilities	58.7	2.6	8.7	3.1	13.5	2.9	3.7	5.3	1.5	**100.0**	**70.8**

Module completion rate

In 1996:

- For females with disabilities the module completion rate was lowest at preparatory level (75%). The module completion rate for all other stream groupings was around 77%.
- For males with disabilities the module completion rate was lowest at professional/para-professional level (68%), was higher at trade/other skills level (75%) and was highest for operative and preparatory levels (77%).

In the preparatory stream

- Approximately 20% of module enrolments by students with disabilities resulted in satisfactory completion of class hours. The equivalent figure for students without disabilities was higher, at about 24%.
- The percentage of module enrolments that resulted in a pass was similar for the two groups of males but in the case of the females, there was a 5% difference.
- The percentage of module enrolments that resulted in no assessment—continuing studies was higher for students with disabilities.
- The percentage of module enrolments that resulted in a fail was slightly lower for students with disabilities.
- The percentage of unknown outcomes was high for females with disabilities at the preparatory level.

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In the operative stream

- There was little differences between students with disabilities and those without disabilities at this level, the most noticeable difference was between females: 59% of module enrolments by females with disabilities achieved a pass compared with 68% for females without disabilities.

In the trades/other skills streams

- The percentage of module enrolments resulting in a pass was greater for students without disabilities. Males with disabilities had a higher percentage of fails at this level. This is reflected in module completion rates of about 76% for students with disabilities compared with 81% for students without disabilities.

In the professional and para-professional streams

- At this level, the difference between males and females was more noticeable: 65% of enrolments by females with disabilities resulted in a pass, compared with 55% for males; 5% of enrolments by females with disabilities resulted in a fail, compared with 8% for males. This is reflected in module completion rates of about 77% for females with disabilities and 68% for males with disabilities.

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Graduates

The Graduate Destination Survey was a national survey sent to all 1996 graduates of TAFE institutes who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and who had an Australian address as their usual address. A total of 60 746 graduates responded, resulting in a national response rate of 55%.

The survey form included the question: Do you have any of the following conditions?

- visual disability (not corrected by glasses)
- hearing disability (not corrected by a hearing aid)
- physical disability
- intellectual disability
- chronic illness
- other disability
- no

Of those who responded to the survey, there were 3735 respondents (6.1%) who indicated that they had one or more of the conditions listed. Of these respondents, 1834 were male (49%) and 1901 were female (51%).

Selected statistics taken from the survey of 1996 graduates.

	Students with disabilities	%	Students without disabilities	%
Respondents	**3 735**	**6.3**	**55 765**	**93.7**
Qualification completed				
Associate diploma & higher	315	8.4	6 425	11.5
AQF IV/Advanced Certificate	838	22.4	13 386	24.0
Certificate trade/AQF III	694	18.6	12 660	22.7
Certificate other	1 216	32.6	14 550	26.1
AQF Certificate II & I	672	18.0	8 744	15.7
Total	**3 735**	**100.0**	**55 765**	**100.0**
Labour force status at 30 May 1997				
Total in employment	1 860	49.8	40 367	72.4
Unemployed	914	24.5	8 079	14.5
Not in the labour force	957	25.6	7 262	13.0
Total	**3 731**	**100.0**	**55 708**	**100.0**
Graduates employed during final semester				
Total	**1 589**	**42.5**	**35 116**	**63.0**
Graduates doing further study at 30 May 1997				
Total	**1 528**	**40.9**	**21 900**	**37.9**
Type of institution these graduates enrolled in				
University	267	17.5	5179	23.6
TAFE	1 135	74.3	14 871	67.9
Private training provider	45	2.9	690	3.2
Adult/community education	30	2.0	296	1.4
Secondary school	5	0.3	124	0.6
Other (including not stated)	46	3.0	740	3.4
Total	**1 528**	**100.00**	**21 900**	**100.0**

Further information

Taken together these figures build up a general picture of student and enrolment activity undertaken VET in Australia in 1996 for students with disabilities.

Further breakdown of the figures and analysis of student and course characteristics can be requested through the Data Management and Analysis Branch, National Centre for Vocational Education Research.

Data for 1997 will be available for analysis from July 1998.

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ABS (Australian Bureau of Statistics) 1993, *Disability, ageing and carers, Australia: Disability and disabling conditions*, cat.no.4433, Australian Government Publishing Service, Canberra.

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ANTA (Australian National Training Authority) 1997, *Annual National Report 1996, Volume 3*, ANTA, Brisbane

This publication is designed for those who would like an overview of participation in vocational education and training in Australia by students with disabilities. The data is taken from the 1996 national vocational education and training collection.

It provides tables and some commentary on students with disabilities, the courses they undertook, and the module outcomes they achieved. It also includes some information taken from the national Graduate Destination Survey of 1996 TAFE graduates.

Other publications in this overview series are:

- Australian vocational education and training statistics: Students from non-English speaking backgrounds 1996 — An overview
- Australian vocational education and training statistics: Indigenous students 1996 — An overview

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